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ABSTRACT

This publication describes the supply and demand for public school administrators in West Virginia between 1973 and 1980. It is the second in a series of longitudinal supply and demand studies begun in 1973. Personal, educational, and experiential data were collected, analyzed, and compared with similar data reported in the 1973 study. Data were gathered from school administrators in every district in the state, the three instate graduate institutions preparing public school administrators, and the State Department of Education. A projected demand for public school administrators was calculated from annual turnover rates and projected new positions. The projected demand was compared with current and projected output. Conclusions were reached about supply and demand inequities in the eight most popular categories of public school administrators as well as ancillary administrative positions. (Author)

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Supply and Demand of Public School Administrators in West Virginia 1978 - 1980

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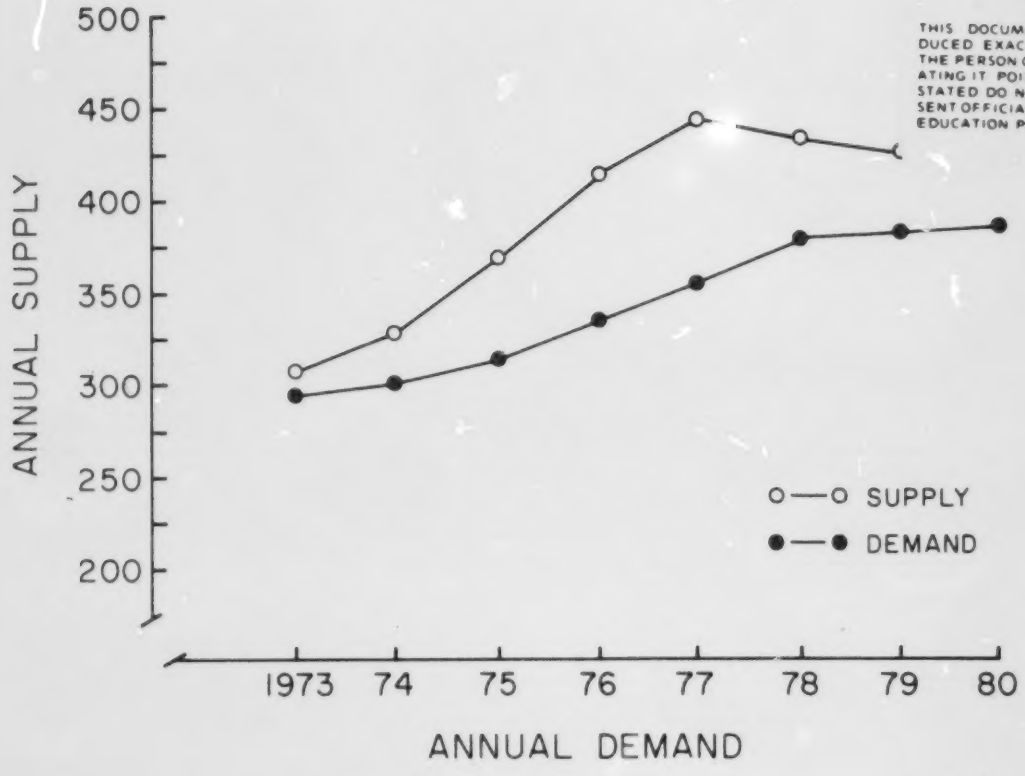

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THE SUPPLY AND DEMAND OF PUBLIC SCHOOL ADMINISTRATORS IN WEST VIRGINIA

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Spring, 1979

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CHAPTER I

BACKGROUND

Since 1933 a school district in West Virginia has included all of the territory of one county. In 1978, fifty-five County School Districts had a combined student enrollment of 401,033 in the public elementary and secondary schools. (W. Va. Education Directory 1977-78) The net enrollment ranged from 1,272 in Wirt County to 43,956 in Kanawha County. The ten counties ranking directly after Kanawha in enrollment had a range from 10,000 to 20,000. The State median enrollment was 5,570 and five counties had fewer than 2,000 students enrolled in the public elementary and secondary schools.

The responsibility for administering the public schools within the State rested with 2,100 administrators. Table I-1, EDUCATION ADMINISTRATORS EMPLOYED IN WEST VIRGINIA SCHOOLS, page 2 shows the number of administrators holding each of the six most frequently found public school administrative positions. The reader should note that the number of assistant superintendents found in the State was considerably smaller than would be expected in most states. At the same time, the number of director/coordinators seems large. These phenomena were due to the fact that the West Virginia Code allocated the number of assistant superintendent slots per district on the basis of enrollment. Consequently, roles normally fulfilled by an assistant superintendent in another state, in West Virginia were filled by administrators carrying other titles:

> The County Board of Education, upon the recommendation of the county superintendent, may employ an assistant...

TABLE I-1

EDUCATION ADMINISTRATORS EMPLOYED IN WEST VIRGINIA SCHOOLS+

1972-73 & 1977-78

Position	Number in State		Number in Survey		% Sample is of Population		Responses Received		Percent of Returns	
	72-73	77-78	72-73	77-78	72-73	77-78	72-73	77-78	72-73	77-78
Superintendent	55	55	55	55	100	100	48	47	87	85
Assistant Superintendent	81	96	81	96	100	100	56	66	69	69
Business Managers @	--	46	--	46	--	100	--	24	--	52
Director/Coordinator	273	250	55	50	20	20	35	33	64	63
Vocational Directors @	--	51	--	26	--	50	--	18	--	69
Supervisor	117	121	23	25	20	20	17	20	74	80
Elementary Principal*	888	877	132	180	15	20	66	110	50	61
Secondary Principal*	535	486	80	100	15	20	51	80	64	80

TABLE I-1 Continued

Position	Number in State		Number in Survey		% Sample is of Population		Responses Received		Percent of Returns	
	72-73	77-78	72-73	77-78	72-73	77-78	72-73	77-78	72-73	77-78
Middle School Principal@	--	58	--	29	--	50	--	18	--	62
Totals	1949	2040	426	607			273	416	64	69

+ Source: West Virginia Education Directory, 1972-73 and 1977-78

* Includes Assistant Principals, Deans, Associate Principals

@ Not included in 1972-1973 study

> The Board shall not employ more than one assistant for each two hundred teachers or major fraction thereof: Provided, however, that in such districts in which assistants are employed and fifty or more negro teachers are employed therein, the Board may employ one negro assistant superintendent. [Section thirty two, article five chapter eighteen of the West Virginia Code 18-5-32]

The purpose of this study was to investigate the supply and demand for public school administrators within the State of West Virginia. A second purpose was to continue a periodic longitudinal public school administrator study initiated in 1973. In order to accomplish the purposes, it was necessary for the researchers to make some determination of the sources of supply for education administrators and project an estimated demand for public school administrators within the State.

> Nothing is more indicative of the uncertainty that afflicts educational administration than the supply of and demand for trained talent. Both supply and demand are nebulous, elastic concepts, having many of the properties of an invisible gas which expands, contracts and takes different shapes as the result of external forces. Scientific investigation of these concepts without the assistance of sophisticated controls and techniques is therefore hazardous to say the least, all of which may explain why investigators have reported few studies of this nature. Moreover, those who venture into state investigations, rather than national ones, are further encumbered with all of the nuisances of micro studies to the extent that the accuracy of results is inversely correlated with the scope of the study. However, the utility of a study of this nature in setting state policy may warrant the acceptance of the errors which are inherent in this type of investigation. (Hooker:1)

In order to procure data relative to the supply and demand for public school administrators in the Mountain State, questionnaires were designed to elicite information on a district basis, as well as an

individual basis. In addition to sampling public school administrators, and ancillary education administrators; the State Department of Education (SDE), Marshall University (Marshall), the West Virginia College of Graduate Study (WVCGS), and West Virginia University (WVU) provided valuable information relative to current certification, recent output of education administration graduates, and current enrollments. West Virginia University, Marshall, and WVCGS had the only graduate programs in education administration in the State. Marshall and WVCGS have historically terminated education administration preparation programs with the awarding of the Master's Degree. During 1977-78, West Virginia University was the only institution in the State authorized to award doctoral degrees. Consequently, it was the only source of earned doctorates in education administration located within West Virginia.

Hooker reported in his study of the supply and demand of public school administrators in Minnesota that there are three basic sources of supply: First, currently certified administrators holding administrative positions within the State. Second, individuals currently holding or eligible for Minnesota administrative certificates presently not holding an administrative position within the State. Third, those individuals who are currently enrolled in administrator preparation programs within or outside the state of Minnesota. (Hooker 1:1-6)

Of the three sources of supply to meet replacement needs or new positions, the "hardest" data can probably be obtained for those administrators currently holding positions within the State. Since they will probably hold the majority of the administrative positions within the State for a number of years, the following chapter dealt extensively

with those individuals sex, age, preparation, tenure, career patterns, and next career position desired.

In order to determine the number of individuals currently holding or eligible for West Virginia school administrator certification, data was procured from the State Certification Department, the certification recommending unit at each of the three in-state graduate schools, and the graduation lists from the departments of education administration located within the State.

In West Virginia the graduation lists provided by the education administration departments had one major strength and several minor weaknesses. The major strength rested in the fact that they accurately reflected the primary source of Master's Degrees held by respondents. Three-hundred twenty-six of three-hundred seventh-four respondent practitioners reported holding a Master's Degree from one of the three in-state institutions.

One of the minor weaknesses was the fact that an individual could be certificated as a public school administrator without majoring in education administration. In fact, at the time of the study, an individual could hold a superintendent's position without any administrative certification. However, 72 per cent of the practitioner-respondents reported having either an administration or education graduate major, Table III-7, GRADUATE MAJORS page 33. The remaining 28 per cent of the administrators almost without exception had earned administrative certification through enrollment in education administration courses as "Special Students." Counting all education administration graduates from the three state institutions as part of the potential manpower pool, presumes administrative career

expectations on the part of the degree recipients. The supply of potential education administrators is inflated by the number of individuals who received degrees in education administration for pay raises or certificate renewal, but who had no desire to become administrators.

CHAPTER II

PERSONAL DATA

White males have dominated the education administration positions in West Virginia. In 1973, 83 per cent of all administrative positions were held by males. The number of positions held by males remained relatively constant during the ensuing five year interval. In 1978, 81 per cent of all administrative positions were held by males. All superintendents, assistant superintendents and 96 per cent of the secondary principals responding to the survey in 1972-73 were male. The percentage of males occupying secondary principalships and superintendencies remained constant. However, 5 per cent, three of the assistant superintendent respondents were female in 1978.

Realistically, females could aspire to central office positions as supervisors, directors and business managers. The researchers believed that most of the female business managers started as secretaries in the central office and grew into the role of business manager. This belief was predicated on first hand observation and the fact that six of the ten female business managers reported that the highest education attained was a high school degree or less than a B.S. degree. Consequently, professionally prepared female administrators at the central office level most frequently occupied supervisor or director positions. At the building level, one-third of the elementary principalships were held by women. These data were presented in Table II-1, SEX OF RESPONDENT WEST VIRGINIA SCHOOL ADMINISTRATORS page 9.

TABLE II-1

SEX OF RESPONDENT WEST VIRGINIA SCHOOL ADMINISTRATORS

1973 & 1978

Position Held	Sex 1972-'73 Male	Sex 1972-'73 Female	Percent 1972-'73 Male	Percent 1972-'73 Female	Sex 1977-'78 Male	Sex 1977-'78 Female	Percent 1977-'78 Male	Percent 1977-'78 Female
Superintendent	48	0	100	0	47	0	100	0
Assistant Superintendent	56	0	100	0	63	3	95	5
Business Managers	--	--	--	--	14	10	58	42
Supervisor	8	9	47	53	8	12	40	60
Director	23	12	66	34	20	13	61	39
Vocational Directors	--	--	--	--	18	--	100	0
Secondary Principal	49	2	96	4	77	3	96	4
Middle School Principal	--	--	--	--	17	1	94	1
Elementary Principal	43	23	65	35	74	36	63	37
Total	227	46	83	17	338	78	81	19

An examination of administrator age and tenure in their current positions brought some interesting facts to light. Similar to most other states, school administrators, exclusive of Business Managers, were required to have had teaching experience and graduate credits before they became eligible for an administrative certificate. The result was that few administrators in the State were under 30. Fewer than 2 per cent of the West Virginia Central office staff were less than 30 years of age. Even at the principalship, generally considered to be the education administration entry point, 90 per cent of the incumbents were over 30. The central office administrators averaged approximately 45 years of age. Table II-2, AGE OF RESPONDENT WEST VIRGINIA SCHOOL ADMINISTRATORS page 11 shows the age distribution of West Virginia school administrators during 1972-'73 and 1977-'78.

An examination of the age modes for the various positions, indicated several patterns. Superintendents in West Virginia in 1972-'73 came in one of two age bulges, 30-39 or 50-59. That datum was considered with the fact that 31 of 48 reporting superintendents had served three years or less in their present position. The researchers concluded that school districts followed one of two patterns in selecting superintendents. Either they promoted bright young men currently holding principalships or they rewarded senior members of their central office staff for years of service in the county.

Superintendent age distribution for 1977-'78 followed a more normal distribution. The model age was 40-49. Nearly as many superintendents reported ages that were below as above that age category.

TABLE II-2

AGE OF RESPONDENT WEST VIRGINIA SCHOOL ADMINISTRATORS
1972-'73 AND 1977-'78

1972-1973

Position	Under 30	30-39	40-49	50-59	60-65	65+	Tot. Respo.	Mean Age
Supt.	0	16	10	18	4	0	48	49
Asst. Supt.	2	9	19	16	10	0	56	49
Bus. Mgr.	0	0	0	0	0	0	0	0
Supervisor	2	1	6	6	2	0	17	46
Director	3	13	7	8	4	0	35	44
Vocational Director	0	0	0	0	0	0	0	0
Sec. Prin.	6	19	15	7	4	0	51	42
Mid. Sch. Prin.	0	0	0	0	0	0	0	0
Elem. Prin.	12	10	19	21	4	0	66	45
Tot. Respo.	25	68	76	76	28	0	273	45
% of Total	09	25	28	28	10	0	0	0

TABLE II-2 continued

1977-1978

Position	Under 30	30-39	40-49	50-59	60-65	65+	Tot. Respo.	Mean Age
Supt.	0	14	21	8	4	0	47	45
Asst. Supt.	0	11	30	18	4	2	65	48
Bus. Mgr.	1	7	7	6	3	0	24	46
Supervisor	0	3	9	6	2	0	20	48
Director	2	9	9	10	3	0	33	47
Vocational Director	1	3	7	7	0	0	18	46
Sec. Prin.	6	40	21	10	3	0	80	41
Mid. Sch. Prin.	4	7	5	1	1	0	18	39
Elem. Prin.	11	42	23	23	8	0	107	43
Tot. Respo.	25	136	132	89	28	2	412	44
% of Total	06	33	32	22	07	05		

The researchers considered that data in conjunction with the position held immediately prior to assuring his present superintendency. The conclusion was obvious. Few administrators in 1977-'78 could hope to move directly from the principalship into the superintendency. Seasoning at the Central Office level seemed to now be required. Chapter Three treats these data in greater detail.

In 1978, assistant superintendents and supervisors apparently were still being selected from the more tenured members of the county staff. A comparison of data from 1972-'73 and 1977-'78 indicated that superintendents were getting younger. Their mean age dropped from 49 to 45. Comparably, directors and coordinators were two years older on the average in 1977-'78 as compared to 1972-'73. All other categories of administrators remained the same age give or take a year.

Building administrators, as expected, were found to be younger than central office administrators. Middle school and secondary principals had a mean age of 39 and 41 in 1978. Elementary principals were found to be slightly older. Their mean age was 43. However, 43 was two years younger than the mean age of 45 found for elementary principals in 1973. Likewise 50 per cent of the elementary principals responding to the 1978 survey reported that they were younger than 40 years of age. Conversely, only 33 per cent of the elementary school principal respondents in 1973 reported that they were below forty.

Overall the public school administrators were younger in 1977-'78 than in 1972-'73. For the total sample, the mean age dropped one year. Even more revealing was the fact that the percentage of

public school administrators below the age of 50 increased from 62 per cent in '73, to 71 per cent of the sample in 1978.

The most shocking information in the entire study was displayed in Table II-3 and II-4, TENURE IN PRESENT POSITION 1973 AND 1978 pages 15, 16, and 17. If ten or more years in a position constitutes a career, there were only two superintendents in the State in 1978 who had managed to have a career in the position they currently held. One superintendent had survived twelve years in the same county and the dean of the superintendents had been on the job in "his" county for seventeen years. In West Virginia, superintendents could be appointed to an initial term of one to four years. If a man was appointed initially to a four year term, the odds were better than 2:1 that he would not be given a second contract. Numerically, one-fourth of the superintendent-respondents were in their first year in their present position, 57 per cent had been in their present position for three years or less. More than two-thirds, 68 per cent had four years or less tenure in their present position. Only six per cent of the respondents, 3 of 47, had been in their present position more than seven years.

To verify the accuracy of the self report data, a year-by-year check of the roster of superintendents listed in the Educational Directory published by the West Virginia State Department of Education was made. The data were accurate! By 1977-'78, the position life expectency of a county superintendent of schools had decreased to three years. See Chapter Three for further discussion on filling the superintendency.

The position of assistant superintendent had nearly as great a

TABLE II-3

TENURE IN PRESENT POSITION

1972-'73

Position	Number of Years in Current Position			
	1-3	4-6	7-10	11+
Superintendent	31	7	5	5
Assistant Superintendent	28	12	6	9
Supervisor	10	3	2	2
Director	17	7	7	4
Secondary Principal	26	13	5	7
Elementary Principal	27	12	11	16
Total 1972-'73	139	54	36	43
Total Per Cent 1972-'73	51	20	13	16

TABLE II-4

TENURE IN PRESENT POSITION

1977-'78

Position	Number of Years in Current Position									
	1	2	3	4	5	6	7	8	9	10
Superintendent	12	8	7	5	3	7	2	0	1	0
Assistant Superintendent	11	9	12	9	4	5	3	2	3	3
Business Manager	3	1	0	4	3	1	1	1	0	1
Supervisor	2	3	3	2	2	1	2	0	0	2
Director	3	4	3	5	4	3	2	3	2	1
Vocational Director	2	2	3	2	2	1	3	0	0	0
Secondary Principal	13	4	10	9	15	12	5	0	1	3
Middle School Principal	6	3	1	4	0	2	1	1	0	0
Elementary Principal	14	20	11	6	13	14	10	6	3	1
Totals '77-'78	66	54	50	46	46	46	29	13	10	11
Total Per Cent	41			33			15			

TABLE II-4 Continued

Position	Number of Years in Current Position						Tot. Resp.	Mode	Median
	11	12	13-15	16-19	20-25	25+			
Superintendent	0	1	0	1	0	0	47	1.0	3.0
Assistant Superintendent	1	1	0	2	1	0	66	3.0	4.0
Business Manager	3	2	2	0	1	1	24	4.0	6.5
Supervisor	0	0	1	1	1	0	20	2/3	4.5
Director	1	1	0	1	0	0	33	4.0	5.0
Vocational Director	0	0	2	1	0	0	18	3/7	4.5
Secondary Principal	1	1	4	2	0	0	80	5.0	5.0
Mid. Sch. Prin.	0	0	0	0	0	0	18	1.0	2.5
Elementary Principal	1	1	5	3	2	0	110	2.0	5.0
Totals '77-'78	7	7	14	11	5	1	416		
Total Per Cent	11						100		

turnover as the superintendency. Nearly half, 48 per cent, of the respondents had been in their current position for three years or less; nearly two-thirds of all the assistant superintendents, 62 per cent, had four years or less tenure in their present position. Again, only 12 per cent of the 78 assistant superintendent respondents had been in their current position for more than ten years.

The conclusion was obvious, the turnover at the top is tremendous and continuous. The only apparent stability in leadership at the top levels of the administrative heirarchy in the typical county was provided by the assistant superintendent stepping into the superintendents office following the demise of his predecessor only to be discarded himself three years later.

For the prospective central office administrator who desires to unpack between moves the position of business manager is recommended. Eighty-three per cent of the 78 respondents had been in the position for four or more years. Again, assuming that ten or more years in a single position constitutes a career, 37.5 per cent of the respondent business managers were making a career of their current position.

Consistent with patterns found for other central office administrators, supervisors and directors tended to be relatively inexperienced and turnover quickly. Nearly 50 per cent of those respondents in 1978 had been in their current position for four years or less. Only 17 per cent had ten or more years experience in their position.

It was anticipated that building level administrators would be the least experienced in their positions. This was based on the assumption

that elementary and secondary principalships have been the traditional entry positions for the most public school administrators. It was not surprising to find that the modal cell, ie. experience category most frequently checked by elementary principals responding in 1978, was two years. The median years of experience, ie. that experience category above and below which one-half of the responses fell, was 2.5 years for middle school principals and 5.0 years for both elementary and secondary principals in 1978.

Summary and Conclusions

Public school administrators in the State of West Virginia, with the exception of business managers, were found in 1978 to be young, male, and inexperienced in their position.

CHAPTER III

PROFESSIONAL CHARACTERISTICS

In Chapter III the professional preparation programs followed by public school administrators were reported. Specific areas investigated included: degrees attained, institutions granting degrees, major pursued during undergraduate and graduate training, and recency of graduate education.

Highest degrees attained by West Virginia administrators in 1973 correlated highly with the professional preparation reported by Hooker for Minnesota school administrators. Both studies found that slightly more than three-fourths of the administrator-respondent's highest degree held was the Master of Arts Degree. Hooker reported that 10 per cent of the Minnesota respondents held terminal bachelor degrees and 5 per cent earned doctorates. The corresponding figures in West Virginia were 5 per cent and 4 per cent. The difference in educational attainment by administrators in the two states appeared to be in the post-masters category. Hooker reported that 12 per cent of Minnesota respondent-administrators had post-masters work. The data examined in West Virginia indicated that 56 per cent of the respondent-administrators had completed post masters work. This information was reported in Table III-1, HIGHEST DEGREE COMPLETED page 21.

Excluding business managers who appeared to be anomalous administrators, the following 1978 data were generated. Ninety-four per cent of the remaining respondent-administrators held at least a Master's Degree. Because the State salary schedule had increments at the MA + 15

TABLE III-1

HIGHEST DEGREE COMPLETED

1972-'73

Position	BA+	BA	MA	MA+ 15	MA+ 30	EDS	EDD	NR	Total Resp.
Supt.	0	0	12	15	11	1	7	2	48
Asst. Supt.	0	0	20	26	5	1	3	1	56
Bus. Mgr.	0	0	0	0	0	0	0	0	0
Supervisor	0	0	5	7	4	0	0	1	17
Director	0	3	14	12	3	1	2	0	35
Voc. Dir.	0	0	0	0	0	0	0	0	0
Sec. Prin.	0	1	24	18	8	0	0	0	51
Mid. Sch. Prin.	0	0	0	0	0	0	0	0	0
Elem. Prin.	0	9	29	23	4	1	0	0	66
Total	0	13	104	101	35	4	12	4	273
Percentage	0	5	38	37	13	1.5	4	1.5	

TABLE III-1 Continued

1977-'78

Position	BA+	BA	MA	MA+ 15	MA+ 30	EDS	EDD	NR	Total Resp.
Supt.	0	0	0	3	32	6	6	0	47
Asst. Supt.	0	0	2	6	54	1	3	0	66
Bus. Mgr.*	2	10	1	2	1	1	0	1	24
Supervisor	0	0	1	3	15	0	1	0	20
Director	2	4	5	3	15	2	0	2	33
Voc. Dir.	0	0	4	1	12	1	0	0	18
Sec. Prin.	2	0	8	17	52	0	1	0	80
Mid. Sch. Prin.	0	0	3	4	11	0	0	0	18
Elem. Prin.	4	4	15	27	60	0	0	0	110
Total *	10	18	39	66	252	11	11	3	416
Percentage	2	4	9	16	61	3	3		100

*Less than BA-6

and MA + 30 levels most administrators in the State had completed graduate work beyond the Master's Degree, and reported as +15 or +30 hours. The modal response in 1978 was MA + 30 hours. Of the 392 nonbusiness manager respondents, 251 or 64 per cent of the sample were found in that category. Eleven administrators reported holding an EDS, and eleven reported holding an EDD Degree.

The educational attainment of West Virginia superintendents appeared to compare favorably with the national average. The data comparing Minnesota and West Virginia superintendent educational attainment with the National average were shown in Table III-2. HIGHEST DEGREE EARNED BY SUPERINTENDENTS page 24.

The average educational attainment of West Virginia superintendents in 1973 was higher than their peers in Minnesota. It would have been presumptious of the researchers to compare 1978 educational levels of West Virginia Superintendents to the national levels found in 1970 or even the Minnesota findings of 1973. However, within the State the number of superintendents who had earned advanced graduate degrees rose from 17.4 per cent of the respondents in 1973 to 25 per cent in 1978. No superintendent holding office in West Virginia in 1978 held less than a Master's Degree.

One indicator of professional preparation of school administrators examined was highest earned degree. Another variable which may be a better indicator of the probability that an administrator is cognizant of recent changes in educational thought is the recency of graduate education. In Table III-3, DATE OF MOST RECENT GRADUATE EDUCATION page 25, recency of graduate education was displayed. The range

TABLE III-2

HIGHEST DEGREE EARNED BY SUPERINTENDENTS
(Expressed as percentage)

Location	Bachelor Degree	Masters Degree	Specialist Degree	Doctorate	Total %
Minnesota[a]	4.0	81.3	6.6	8.1	100
West Virginia 1972-'73	0.0	82.6	2.2	15.2	100
1977-'78	0.0	74.6	12.7	12.7	100
National[b]	2.1	55.0	13.4	29.2	99.7

[a]Clifford Hooker, The Supply and Demand of Public School Administrators, University of Minnesota, 1973, page 50.

[b]American Association of School Administrators, The American School Superintendent, AASA, 1971, page 45.

TABLE III-3

DATE OF MOST RECENT GRADUATE EDUCATION

Position	YEARS												Total Resp.
	1978	1977	1976	74-75	72-73	70-71	65-69	60-64	50's	40's	30's	NR	
Supt.	4	2	4	10	8	7	9	1	1	0	0	1	47
Asst. Supt.	7	4	6	5	5	9	15	8	4	1	0	2	66
Bus. Mgr.	2	0	0	1	1	0	0	2	0	0	0	18	24
Director/ Coordinator	4	4	1	3	2	5	8	1	2	1	0	2	33
Supervisor	3	5	2	3	2	2	1	0	1	0	0	1	20
Voc. Dir.	4	2	1	2	1	4	1	2	1	0	0	0	18
Elem. Prin.	24	13	11	20	6	10	10	2	4	0	0	7	110
Mid. School Prin.	7	3	1	0	4	1	1	0	1	0	0	0	18
Sec. Prin.	13	4	6	16	14	10	11	4	1	0	0	1	80
Totals	68	37	35	60	43	48	56	20	15	2	0	32	416
Per Cent	34			14	22		13	17					100

for most recent graduate education was from thirty-five years to currently enrolled. It was encouraging to find that slightly more than one-third of all administrators had been enrolled in at least one graduate course within the past three years. Nearly 50 per cent of the respondents had been in graduate school within the past five years. These findings were nearly identical with the findings in 1973.

Professional knowledge, skills, and abilities may also be updated through administrative development activities conducted on a local, regional, state, or national level. However, no attempt was made to find out the recency of non-graduate credit professional workshops or conferences attended. More than two-thirds of the administrators had MA + 30 hours of graduate credit and may desire to retain relevance and competency without returning to a graduate department of education administration for additional graduate credits. Consequently, administrators were asked their opinion as to which organization ought to be responsible for upgrading professional administrative competencies for practicing administrators. The choices offered were:

A. State Department of Education
B. State or Regional Administrator Organization
C. National Administrator Organization (ex. AASA or NASSP)
D. West Virginia Education Association
E. University Departments of Education Administration
F. Local School Districts
G. Regional Education Service Agencies
H. Other (specify)_____

All of the organizations listed received several votes except the West Virginia Education Association (WVEA). Not one administrator

felt that the WVEA should have responsibility for professional development of administrators. Far and away the two organizations most frequently cited were the State Department of Education (SDE) and university departments of education administration (UDEA). Seventy-three per cent of the respondents selected the SDE alone OR in combination with one of the other organizations. Fifty-eight per cent of the respondents selected UDEA alone or in combination with one of the other organizations. The most frequently occurring single response was that professional competency upgrading should be a joint responsibility of both the State Department of Education and university departments of education administration.

In 1973 West Virginia was producing its own school administrators, in 1978 it still was. Ninety per cent of the respondents received an undergraduate degree from an institution located with the State in both 1973 and 1978. In 1973 nearly half of the degrees were awarded from four public institutions: Concord, Glenville, Marshall, and West Virginia University. In 1978 again the "big four" provided nearly 50 per cent of the undergraduate bachelor degrees. However, it was interesting to note the increasing numbers of administrators who had received Bachelors Degrees from private colleges located in the State. Twenty-one per cent of the 1978 respondents reported that they had graduated from a private college. Nearly half of them had graduated from Morris Harvey. These data were displayed in Table III-4, INSTITUTIONS GRANTING B.S. DEGREE page 28.

The most popular undergraduate major selected by administrators by far was "Education." Those administrators who claimed an under-

TABLE III-4

INSTITUTION GRANTING B.S. DEGREE
FOR 1978 ADMINISTRATOR-RESPONDENTS

Instate Institution	Position									
	S	AAS	BM	DC	S	VD	EP	MSP	SP	Total
W.V.U.	7	9	3	10	2	9	10	1	8	59
Marshall	2	7	2	7	3	2	12	1	10	46
Glenville	7	12	2	2	2	0	8	2	9	44
Morris Harvey	5	7	1	0	0	0	12	0	15	40
Concord	2	5	2	3	2	1	17	2	2	36
Fairmont	4	3	0	2	0	0	11	2	11	33
W.V. Private	1	6	2	3	3	0	4	4	0	23
Shepherd	3	3	2	1	1	0	7	1	1	19
West Liberty	3	2	0	0	1	1	6	3	3	19
W.V. Institute	3	3	0	0	1	1	1	0	6	15
Salem	3	2	1	0	0	0	3	0	4	13
W.V. State	0	2	0	0	1	0	4	1	2	10
D. & E.	3	2	1	0	0	0	1	0	2	9
Bluefield	1	1	0	0	0	1	1	0	0	4
Out of State										
SE	0	1	0	1	3	1	2	1	2	11
MW	0	1	0	0	1	2	1	0	1	6
Penn.	0	0	0	0	0	1	2	0	2	5
SW	2	0	0	0	0	0	2	0	0	4
Ohio	0	0	0	1	0	0	2	0	0	3
E	0	0	0	0	0	0	2	0	0	2
Tenn	0	0	0	0	0	0	1	0	1	2
MD	0	0	0	0	0	0	1	0	0	1
FW	0	0	0	0	0	0	0	0	1	1
No Response	1	0	2	0	0	0	0	0	0	3
Total	47	66	18	30	20	19	110	18	80	408

graduate major other than education, almost universally, identified a teaching field as their major area of concentration. Undergraduate majors for 1978 respondents were presented in Table III-5, UNDERGRADUATE MAJOR 1978 RESPONDENTS page 30.

More superintendents had math or science undergraduate backgrounds than any other field (17 of 46 respondents). As expected, business managers most frequently had business or economics majors. Assistant superintendents reported a wide range of undergraduate majors. However, the most frequently cited (14 of 66 respondents) undergraduate major was elementary education.

Director/coordinators, and supervisors mirrored the responses given by assistant superintendents. Elementary principals, as expected, had majored in elementary education. Secondary principals perpetuated the "myth" of the physical education - social studies - coach syndrome. Nearly half (37 of 80 respondents) reported undergraduate majors in physical education or social studies. It was interesting to examine the undergraduate majors reported by middle school principals. There was a danger of projecting to the population from such a small sample (n = 18). However, based on an analysis of the data collected in 1978, middle school principals were more likely to have high school than elementary school backgrounds. Only two of the 18 respondents (11 per cent) indicated that they had an undergraduate major in elementary education. The remaining 89 per cent of the respondents had the same response patterns as secondary principals. It was concluded that the overwhelming majority of middle school principals serving in West Virginia in 1978 had subject matter undergraduate majors and teaching experience on the junior or senior high school level.

TABLE III-5

UNDERGRADUATE MAJOR 1978 RESPONDENTS

	Position									
MAJOR	S	AAS	BM	DC	S	VD	EP	MSP	SP	TOTAL
Elem. Ed.	6	14		6	7		66	2	2	103
S. Studies	4	7		3	1	2	14	8	21	60
Health/PE	5	7		3	1	1			15	32
Bus/Econ.	2	5	11	2		1	1	1	5	28
Educ.		5		2	2	3	9		4	25
Biology	7	4		1				1	7	20
Math	8	6	1		2		1		2	20
English		3	1	1		1	8		4	18
Agri.	3	2		1		9			1	16
Music	2	3		2	2		1		3	13
Sec. Ed.	3	2		2			2		3	12
Phy. Sci.	2	1		1			1	3	3	11
No response	1		3	2			2		2	10
I. Arts	3	1		1	1	1			3	10
History		2					2	2	1	7
Bio. Sci.		3		1						4
Home Ec.				3	1					4
Psychology				1					2	3
Other							2		1	3
Art			2		1					3
F. Lang.	1				1		1			3
Speech								1	1	2
Library				1						1
Sp. Ed.		1								1
TOTALS	47	66	18	33	19	18	110	18	80	409

As could be predicted from an examination of undergraduate degree granting institutions, the vast majority of the respondent administrators' work was taken at a public in-state graduate school. West Virginia University accounted for 58 per cent of the Master's Degrees held and Marshall University had awarded an additional 24 per cent. Approximately 13 per cent of the administrators responding in 1978 stated they had received a Master's Degree from an out-of-state institution. No out-of-state graduate school had prepared an appreciable percentage of the administrators holding office in 1978. Between 1973 and 1978 the number of administrators receiving degrees from out-of-state institutions decreased from 17 per cent of the total to 13 per cent of the total. These data were presented in Table III-6, INSTITUTION GRANTING MASTER'S DEGREE 1978 RESPONDENTS page 32.

Consistant with their undergraduate preparation, nearly all administrators had majored in some facet of education pursuing their Master's Degree. Fifty-eight per cent majored in administration, 14 per cent in either secondary or elementary education, and nearly 9 per cent in guidance. These data were presented in Table III-7, GRADUATE MAJOR page 33. The findings of 1978 were consistent with the 1973 findings.

All Certificate of Advanced Study (EDS) and doctoral degree (EDD) recipients except one majored in education administration. During the five year time frame covered by this study, the number of EDS holders doubled, from four to nine; EDD holders remained constant at eleven. These data were presented in Table III-8, EDUCATION ADMINISTRATION ADVANCED GRADUATE DEGREES 1973 AND 1978 page 34.

TABLE III-6

INSTITUTION GRANTING MASTER'S DEGREE
1978 RESPONDENTS

	Position									
Institution	S	A/AS	BM	D/C	S	VD	EP	MSP	SP	TOTAL
W.V.U.	31	39	2	12	8	10	59	14	43	218
Marshall	7	15	1	9	7	7	27	1	17	91
WVCGS	3	0	0	0	1	0	5	2	6	17
Frostburg	0	0	1	0	0	0	1	0	2	4
U. of Maryland	0	1	0	0	0	1	1	0	0	3
Ohio U.	0	1	0	0	0	0	1	0	1	3
U. of Pitt.	0	1	0	0	0	0	1	0	0	2
Geo. Wash.	0	2	0	0	0	0	0	0	0	2
Penn State	0	0	0	1	0	0	0	0	1	2
Ohio State	0	0	0	0	1	0	0	0	0	1
U. of Virginia	1	0	0	0	0	0	0	0	0	1
Columbia	0	1	0	0	0	0	0	0	0	1
Other										
Southeast	4	4	0	0	3	0	2	1	5	19
East	0	1	0	0	0	0	3	0	0	4
Midwest	0	1	0	1	0	0	1	0	1	4
Southwest	1	0	0	0	0	0	0	0	0	1
Northwest	0	0	0	0	0	0	1	0	0	1
Farwest	0	0	0	0	0	0	0	0	0	0
Totals	47	66	4	23	20	18	102	18	76	374

TABLE III-7

GRADUATE MAJOR

MAJOR	S	A/AS	BM	D/C	S	VD	EP	MSP	SP	TOTAL
Ed. Ad.	30	46	2	5	9	4	63	12	42	213
Elem. Ed.		1		2	5		24	1	1	34
Guidance	2	6		3	1	2	1		9	24
Sec. Ed.	2	3		1	1	1	1	2	6	17
Adult Voc.	2		4			4			1	11
Health/PE	1		1	1				1	6	10
Agri.	2	2				5				9
Soc. Studies		2		2			1		2	7
Music		1		1	2				2	6
Biology	1	1		1				1	1	5
Ind. Arts		1		1		1			2	5
Math		1		1					2	4
Read							4			4
History				1			2		1	4
Other	1		1				1		1	4
Bus/Econ.		1		1		1				3
TOTAL	41	65	8	20	1	17	97	17	76	360

TABLE III-8

EDUCATION ADMINISTRATION
ADVANCED GRADUATE DEGREES
1973 & 1978

Institution	Position															
	Superintendent				Asst. Supt.				Director				Principal			
	EDS		EDD		EDS		EDD		EDS		EDD		EDS		EDD	
	78	73	78	73	78	73	78	73	78	73	78	73	78	73	78	73
W.V.U.	3		3	2					1		1					
Marshall	1								1							
Tennessee		1		1							1[a]					
American	1		2	2												
Virginia				1		1	1									
VPI & SU	1						2									
Indiana				1												
KY			1													
Mich. St.					1											
Ohio State							1				1				1[c]	
Penn State							1									
N.Y.U.							1									
Syracuse									1							
Ohio U.													1[b]			
Total Responses	6	1	6	7	1	1	3	3	2	1	1	2	0	1	1	0

[a]Vocational Director
[b]Elementary Principal
[c]Secondary Principal

In this Chapter of the report we looked at one source of supply of future administrators in the State--those currently holding administrative positions. It was most appropriate to close this section with an examination of career aspirations of administrators. In an effort to determine career aspirations, respondents were asked to identify their next desired career position. One thing that came through clearly, in 1973 and again in 1978 was that West Virginia administrators did not believe it was anybody elses business where their next professional move would be. That information was presented in Table III-9, NEXT CAREER POSITION DESIRED 1973 AND 1978 page 36 and 37. Nearly 70 per cent of the 1973 respondents did not indicate a next career position. They chose instead to indicate: Uncertain, No Change, Retire, or did not respond to the item. For the 30 per cent who did respond in 1973, the most frequently desired move was to the next step up the public school hierarchy from their current position or directly to the superintendency. Sixteen respondents indicated a desire to go into higher education in 1973. By 1978 that figure had been cut in half.

It was interesting to note that 19 of the 35 superintendents responding in 1978 indicated that they desired no change from their current position. That is a totally illusionary expectation given the tenure in office data reported in Chapter Two. It was also interesting that only five of them expressed a desire to move into another superintendency in a larger county. Four expressed a desire to move into higher education.

TABLE III-9

NEXT CAREER POSITION DESIRED
1973 AND 1978

Next Desired Move	Current Position																					
	Supt.		A. Supt.		Director		Supvr.		Sec.Prin.		Elem. Prin.		BM		VD		MSP		Total	
	78	73	78	73	78	73	78	73	78	73	78	73	78	73	78	73	78	73	78	73
Superintendent	5	9	19	9	3	1	1	2	1	7	3	2	1	-			1		37	30
Asst. Super.	-	-	-	-	1	8	1	1	9	3	10	5	4	-	2	-	1	-	28	17
Supervisor	-	-	-	2	-	-	-	-	3	1	9	3	1	-	-	-	1	-	14	16
Director	-	-	-	-	-	2	1	-	2	-	4	1	-	-	-	-	2	-	9	3
Elem. Principal	1	-	-	-	-	-	-	-	1	1	12*	4	-	-	-	-	-	-	14	5
Sec. Principal	1	-	-	-	3	-	-	1	24*	-	4	1	-	-	-	-	5	-	37	2
Asst. Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counselor	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
Teacher	-	1	-	-	1	-	1	-	3	-	3	2	-	-	-	-	-	-	8	3
State Department	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
RESA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College	4	3	-	3	1	1	1	2	-	2	2	5	-	-	-	-	-	-	8	16
*Same-Larger Unit	5*	-	-	-	-	-	-	-	24*	-	12*	-	1	-	-	-	-	-	42*	-

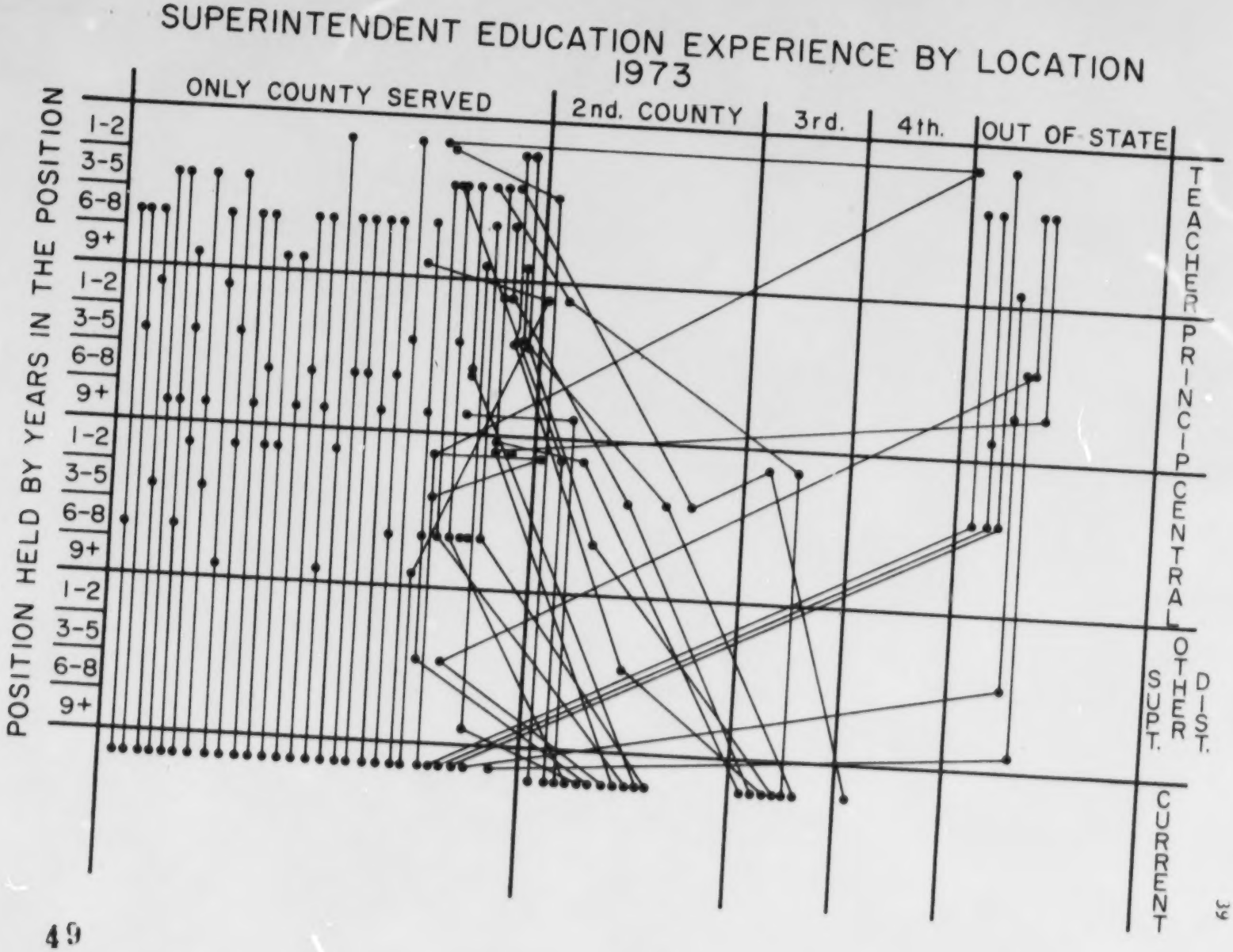
TABLE III-9 continued

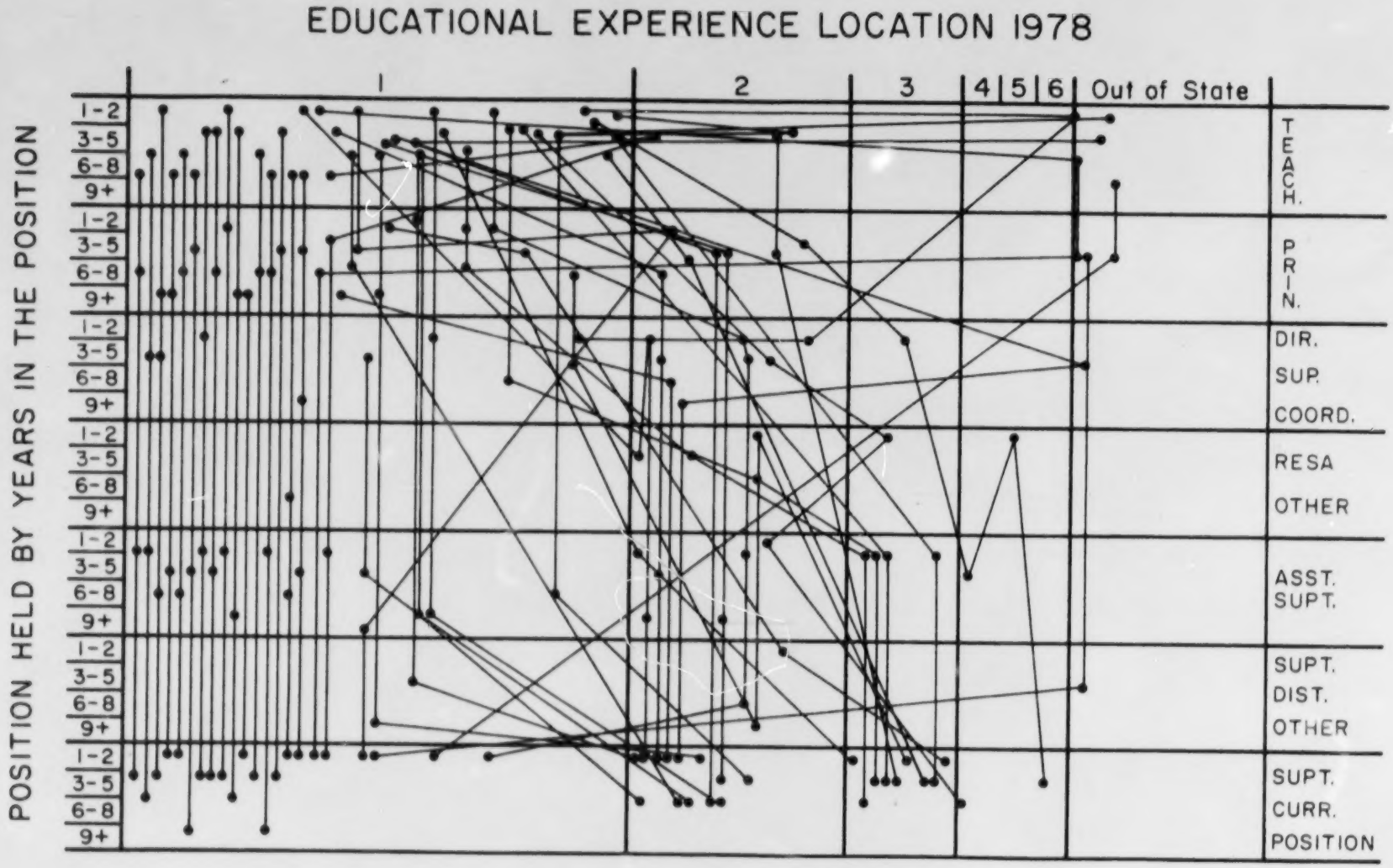
Next Desired Move	Current Position																					
	Supt.		A. Supt.		Director		Supvr.		Sec.Prin.		Elem.Prin.		BM		VD		MSP		Total	
	78	73	78	73	78	73	78	73	78	73	78	73	78	73	78	73	78	73	78	73
Retired	6	9	9	16	5	7	4	3	4	5	9	7	4	-	-	-	1	-	42	47
No Change	13	10	16	9	3	6	3	5	8	14	18	14	13	-	9	-	-	-	83	58
Uncertain	4	3	5	8	4	4	3	3	9	11	9	4	-	-	2	-	1	-	37	33
No Response	12	12	16	8	10	6	5	-	16	5	27	18	-	-	1	-	6	-	93	49
Total Responses	47	48	66	56	33	35	20	17	80	51	110	66	24	-	14	-	18	-	456	271

Given an apparent desire on the part of most administrators to move up the public school hierarchy toward the superintendency, the researchers decided to plot the route to the superintendency in West Virginia.

The career patterns exhibited by West Virginia Superintendents holding office in 1972-'73 were illustrated in GRAPH III-1 page 39. The same data for 1978 were presented in GRAPH III-2 page 40. It was self-evident that the route to the top in the public school hierarchy in 1973 was through the local-upward mobile syndrome. Sixty per cent of the respondent superintendents were in their first superintendency. The modal route to the top was to join County "A" immediately after graduating from Glenville State College with an education major. During his six to eight years of teaching social studies the incumbent worked toward administrative certification and a Master's Degree from West Virginia University. The first administrative position incumbent superintendents were promoted to was a high school principalship. He typically remained there from six to ten years. He then had a fifty-fifty chance of moving directly to the superintendency or a central office position. If he went into a central office position other than the superintendency, generally in less than five years he had been promoted to the superintendency.

More than eighty per cent of all the superintendents in the 1973 sample, which included 87 per cent of the population, had served in only one or two counties in the State. Only one superintendent had served in as many as four counties within the state of West Virginia. This may have been due to the fact that the County Superintendent's


SUPERINTENDENT EDUCATION EXPERIENCE BY LOCATION
1973
ONLY COUNTY SERVED
2nd. COUNTY
3rd.
4th.
OUT OF STATE
POSITION HELD BY YEARS IN THE POSITION
1-2
3-5
6-8
9+
TEACHER
PRINCIP
CENTRAL
OTHER DIST.
SUPT.
CURRENT


EDUCATIONAL EXPERIENCE LOCATION 1978
POSITION HELD BY YEARS IN THE POSITION
1
2
3
4
5
6
Out of State
1-2
3-5
6-8
9+
TEACH.
PRIN.
DIR.
SUP.
COORD.
RESA
OTHER
ASST.
SUPT.
SUPT.
DIST.
OTHER
SUPT.
CURR.
POSITION

position was a constitutional position in West Virginia. Consequently, a man had to be a resident of the district and State prior to his appointment as superintendent. Until 1972, when the U. S. Supreme Court decision ruled the requirement excessive, West Virginia required an individual to live within the State for a year before acquiring residence status. Thus, it was extremely difficult to hire applicants from out-of-state locations directly into a superintendency. In 1973 there are only two superintendents in the State who had held superintendencies in another state. Interestingly enough, even with the change in law there was only one 1978 superintendent who had been a superintendent in another state, and he was not one of the two in the State in 1973. They were both gone by 1978. Editors note, as of this writing, one of the districts with an "out-of-state" superintendent in 1973 has had three superintendents since then and the other district has had two.

In 1978, 18 of the 47 superintendents responding had no education experience outside the county in which they were currently employed. Three additional superintendents were holding superintendencies in counties in which they had started their career.

The researchers noted that in 1973 there was a dual track to the superintendency, and a bimodal age distribution which illustrated the track followed by the incumbent. One-fourth of the 1973 superintendents had been promoted to the superintendency from a principalship and were most frequently in their thirties.

By 1978 boards of education were seeking men for the superintendency who had central office experience in addition to building

level administrative experience. The most frequently cited position held immediately prior to being appointed as a superintendent was assistant superintendent. Twenty-seven of the 47 respondents, 57 per cent, moved from that position to the superintendency. Twenty-two of the 27, 81 per cent, were promoted from assistant superintendent to superintendent in their current district.

Superintendents were becoming more mobile. In 1973 twenty-one of 48, 44 per cent, of the respondents had their total educational experience within one district. In 1978, only 16 of 47 respondents, 34 per cent, had their total education experience in one district. The increased mobility, however, was restricted to positions held prior to becoming a superintendent. There was only very limited mobility by men between superintendencies. In 1973, only six men stated that they had been superintendents anywhere except their present position. The number stayed exactly the same in 1978. Only six respondents reported that they were in their second superintendency. No respondent reported having served in more than two superintendencies. Consequently, 87 per cent of the superintendents were in their first, and assuming the trends of the last five years continue, their last superintendency. Only four of 47 respondents, less than 10 per cent, reported moving into their current position from another superintendency within the State. One additional respondent reported moving into his position from an out-of-state superintendency. It should be noted that he was born and raised in the county where he was the superintendent in 1978.

Only two superintendent respondents reported having any education experience in more than three districts. One had been in four districts

and one in six districts. Seven superintendents reported education experience in one capacity or another in a state other than West Virginia.

The positional steps to the superintendency were illustrated on Graph III-1 and III-2, pages 39 and 40. The route to the top of the public school hierarchy has been changed. In 1978 the steps were as follows: teacher, principal, assistant superintendent, superintendent. Most superintendents had between 20 and 25 years of professional education experience when they acquired their first position. They were in their mid-forties. They generally served one term in office and were done as superintendents at the end of 3-5 years. They did not get a second superintendency. Why the short professional life expectency? What becomes of these men who still have 15 to 20 career years left after their one term in office? The answers are simple. We don't know. However, the researchers are preparing follow-up studies designed to provide answers to these questions.

Summary and Conclusions

West Virginia public school administrators generally had received all their degrees from in-state institutions. Nearly 50 per cent of all school administrators had undergraduate degrees from Concord, Glenville, Marshall or West Virginia University. However, between 1973 and 1978 private colleges started to emerge as bestowers of Bachelor's Degrees. Twenty-one per cent of the 1978 respondents had an undergraduate degree from a private college. Nearly [illegible] of those degrees had been conferred by Morris Harvey.

The modal number of graduate hours completed was MA + 30. Nearly all graduate work, 83 per cent, was completed at one of the three in-state graduate institutions. West Virginia University had graduated more than twice as many administrators as Marshall and WVCGS combined, 218 to 108.

The road to the superintendency has changed. In 1973 the researchers found a bimodal tract and a bimodal age distribution. That was, teacher to principal to superintendent by age 35. Or, teacher to principal to central office to assistant superintendent to superintendent by the early fifties. In 1978, there was a single modal track. It was teacher to principal to assistant superintendent to superintendent in the early forties.

Most superintendents never received a second contract. Only two men in the State had made a career (ten years or more) in the position they held in 1978.

CHAPTER IV

EDUCATION ADMINISTRATION DEPARTMENT OUTPUT

In addition to those individuals who were currently holding administrative positions within the State, two other supply indicators were considered. The first indicator of future supply of administrators was the output of those institutions which prepare administrators for the public schools of West Virginia. Since nearly 90 per cent of all respondent-administrators in the State received degrees from one of the three in-state graduate institutions, the recent output of each department of education administration was checked. These data were presented in Table IV-1, GRADUATES IN EDUCATION ADMINISTRATION FROM WEST VIRGINIA INSTITUTIONS, page 46. The output of Master's Degree recipients has increased approximately 12 per cent during the decade of the '70's. During the early 1970's approximately 175 Master Degrees in Education Administration were awarded annually. That number had increased to 200 by 1978.

The interesting phenomenon has been the shift in relative importance of the three institutions in numbers of Master Degrees granted. WVCGS has doubled its annual output from 35 to 40 annually to 70-80 annually. Marshall's output increased from 30 to 35 annually to 45-50. On the other hand WVU's production dropped from 100 to 110 Master's graduates annually to 75-80 annually.

The researchers considered the location of the institutions, the number and size of the counties each served, as well as the concomitant student enrollments and projected that the current ratio of grad-

TABLE IV-1

GRADUATES IN EDUCATION ADMINISTRATION
FROM WEST VIRGINIA INSTITUTIONS
1971-1973 & 1976-1978

MA	70-71	71-72	72-73	75-76	76-77	77-78
Marshall	30	31	34	46	43	53
WVCGS	31	34	43	80	76	64
WVU	108	114	98	77	73	84
Total MA	169	179	175	203	192	201
CAS (6th Year)						
WVU	--	--	--	2	2	--
EDD						
WVU	3	8	1	6	3	6

uates will remain relatively constant. They also concluded that both WVCGS and WVU reached their peak numbers of graduates in the late 1970's. They predict that for the next five years, 1979-1984, the numbers of Master Degree recipients will receed toward the level, but not the distribution, noted in the early 1970's. This conclusion was based on several facts. First, WVCGS had obvious success in meeting existing market demand when it reached its independent status in the early and middle 1970's. That was illustrated by the number of Master Degrees awarded during 1975-'76. Since 1976 WVCGS output has dropped from 80 to 64 graduates and reflects the same adjusted 20 per cent growth exhibited by Marshall University between 1972-'73 and 1977-'78.

An analysis of the admission to the Education Administration Department at WVU showed that admissions to the Master's Degree Programs has stablized at 150-160 per year. Since WVU's past experience has been that approximately one-half of those students admitted to an Education Administration Master's Degree Program eventually graduate, it was forecast that WVU will continue to graduate 70 to 80 Master's candidates annually into the early 1980's.

Concomitant with predicted supply based on recent and projected graduates, current enrollment in departments of education administration was examined. Current enrollment data for 1973 and 1978 were presented in Table IV-2, CURRENT ENROLLMENT IN EDUCATION ADMINISTRATION IN WEST VIRGINIA INSTITUTIONS, page 48. In analyzing the data several assumptions were made: first, that applications for admission into education administration programs would follow the same pattern in the next few years that they did during the past several years. Second, that 66

TABLE IV-2

CURRENT ENROLLMENT IN EDUCATION ADMINISTRATION
IN WEST VIRGINIA INSTITUTIONS

	Marshall[a]		WVCGS		WVU[c]		Total	
	1973	1978	1973	1978[b]	1973	1978	1973	1978
Master's Program	200	250	170	481	480	415	850	1146
Postmaster's Program	--	--	--	--	155	150	155	150
Total							1005	1296
Adjusted Total							1000	1150

[a] Estimated

[b] Includes 173 degree candidates and 308 nondegree enrollments. It is unknown what percentage of the 308 are pursuing administrative certification and what percentage are enrolled in non-certification professional development courses. For the sake of comparisons, it was assumed that one-half of the nondegree enrollments were in certification programs and one-half were in non-certification professional development courses.

[c] Nearly 100 per cent of the Masters Program enrollment is in public school administrator preparation programs. Approximately 65 per cent of the advanced graduate students were enrolled in public school administrator programs.

per cent of those enrolled in administrator certification programs would complete their program eventually. While this percentage may seem higher than in some states, because of the requirements for certification renewal and/or professional certification in West Virginia it seemed an accurate "guesstimate." Thirdly, the typical part-time Master's or special student who finishes, will complete his degree or certification requirements within four years. This assumption was based upon the experience of the Department of Education Administration at West Virginia University.

The best estimate for CAS (sixth year professional degree) graduates was two to three per year till 1980 or 1981 when the figure will be zero. The reason for the discrepency between former enrollments, graduates and projected graduates was based on several facts. First, State Department of Education regulations required enrollment in an approved CAS program before a provisional superintendent's certificate would be issued. Second, in order to acquire a professional ie. permanent superintendent's certificate, State Department of Education regulations required the completion of an approved CAS program. However, the West Virginia School Code indicated in both 1973 and 1978 that in order to be certified as a superintendent a person only had to hold a Master's Degree. Therefore, the Master's Degree is all that can be required for superintendent's certification. However, at West Virginia University the courses required in the approved superintendent's program were offered in the post Master's program. These phenomena resulted in many students applying for

admission into a CAS program during the early 1970's. Most of the students accepted completed the course requirements and very, very few completed the research project required; consequently almost no graduates, but some certificates granted.

During the late 1970's few students applied for admission to the CAS program at West Virginia University. It is predicted that admissions to, and graduates from, that program will equal zero in the early 1980's.

The researchers considered including admission data as a basis for predicting future supply of school administrators in West Virginia. However, it was ultimately decided to leave much of that data out, since it was impossible to determine the motive of students admitted to "special student" status at the three institutions. In addition, an unknown percentage of students are admitted to two or more institutions and attend only one. Still another unknown percentage of students are admitted to one of the Education Administration Departments in the State, but never attend a single class. For the reasons cited above admissions were not considered as being valid indicators of administrator supply. However, active current enrollments were considered.

Enrollments in Education Administration Departments during one semester of 1978 were provided in Table IV-2, CURRENT ENROLLMENT IN EDUCATION ADMINISTRATION IN WEST VIRGINIA INSTITUTIONS, page 48. The WVCGS enrollment was adjusted to reflect the numbers of students assumed to be actively pursuing administrative certification. Following the adjustment, the total enrollments in preparation

programs increased by approximately 15 per cent between 1973 and 1978. That increase was consistent both in numbers and institution attended with the changes noted earlier in the institution granting Master's Degrees.

The 15 per cent increase in output was considerably more than the State-wide growth in administrative positions of 5 per cent reported in Table I-1, EDUCATION ADMINISTRATORS EMPLOYED IN WEST VIRGINIA SCHOOLS, page 2.

A final supply check was made with the numbers and types of administrative certification recommendations made by each of the State graduate institutions. The number and type of administrative certification recommended was reported in Table IV-3, ADMINISTRATIVE CERTIFICATION, page 52.

As with most of the supply data previously examined, certification recommendations were both illuminating and confusing. Unfortunately, neither the State Department of Education or the graduate institutions had records which distinguished initial from renewal certification recommendations. Data provided by the institutions were the total number of certificate applications processed annually. Therefore, only general conclusions could be made. First, almost nobody in the State was preparing to become a special supervisor. Similarly, very few students were pursuing general supervisor or superintendent certification. Consistent with the increase in degrees granted, reported earlier, certificate recommendations rose 15 per cent between 1976-'77 and 1977-'78 for building principals.

It was noted earlier that the in-state institutions were graduating

TABLE IV-3

ADMINISTRATIVE CERTIFICATION
1976-'77 & 1977-'78

Certification Areas[a]	Institution							
	Marshall		WVCGS[b]		WVU[c]		Total	
	76-77	77-78	76-77	77-78	76-77	77-78	76-77	77-78
Elem. Prin.	33	51	70	78	88	82	191	210
Sec. Prin.	34	31	70	77	76	100	180	209
Supervisor Gen.	5	5	0	0	11	17	16	22
Supervisor Spec.	0	1	0	0	3	5	3	6
Supt.	5	7	0	9	15	16	20	32
Total	77	95	140	164	193	220	410	479

[a] In 1978 there was no certification for directors or coordinators. Also, while eight business managers reported that they held a school business officials certificate none of the three institutions had an approved program for school business officials.

[b] WVCGS had discontinued its supervisor preparation program by 1978. WVCGS also did not differentiate between elementary and secondary principal certification recommendations. It was assumed that approximately half of the recommendations fell in each category.

[c] In addition to the certificates shown, WVU recommended 68 individuals for out-of-state certification. Approximately 15 per cent of the students who requested a recommendation for administrative certification from WVU requested out-of-state certification.

approximately 200 Master's Degree candidates annually. Yet, it was noted in Table IV-3, ADMINISTRATIVE CERTIFICATION, page 52 that 479 administrative certificates were processed by the three graduate institutions during 1977-'78. Why the discrepency? It existed for two reasons: first, an unknown percentage of the applicants were seeking renewal of administrative certificates currently in force. Second, a large percentage, again unknown, but estimated to be at least one-third of the applications for certification, were made by students classified as "special." Special student classification was held, typically, by students who had completed a non-education administration Master's Degree and then been readmitted into graduate school to pursue administrative certification.

In all three of the graduate schools, special students comprised a major portion of the students admitted and enrolled in education administration courses. It was already reported that nearly two-thirds of the education administration enrollment for the full semester of 1978 for WVCGS (308 of 481) were "special" students.

A perusal of the admission patterns for WVU Education Administration for the past three years revealed a similar pattern. Special students were becoming an increasingly large percentage of the students admitted to the Department. Admission data for WVU were reported in Table IV-4, ADMISSION TO WVU EDUCATION ADMINISTRATION DEPARTMENT, page 54.

Admission into the doctoral program held steady at 30-35 students annually. Admissions into the CAS program has plummeted to zero. The number of applicants admitted to Masters programs at WVU has dropped

from 165 to 120 in three years. That was a decrease of approximately 25 per cent. During the same three year period the number of "special" students accepted into the program remained at approximately 155. Overall admissions were down 15 per cent between 1976 and 1978 for the Department of Education Administration at West Virginia University.

TABLE IV-4

ADMISSION TO WVU EDUCATION ADMINISTRATION DEPARTMENT 1975-'76-1977-'78

Year	Student Category				
	EDD	CAS	MA	Special[a]	Total
1975-'76	41	18	165	146	370
1976-'77	26	16	153	163	358
1977-'78	36	7	120	158	321
Total	103	41	438	467	1049

[a] Almost all in this category are MA+ students working toward initial or renewal administrator certification.

Summary and Conclusions

The number of Master's Degrees awarded by Departments of Education Administration at the State's three graduate institutions increased 15 per cent during the decade of the '70's. It went from 169 in 1970-'71 to 201 in 1977-'78. For reasons cited in the Chapter it was predicted that the crest of Master's Degree graduates has been reached. It was further predicted that the numbers graduating with Master's Degrees will receed to early 1970 levels by 1980 or 1981.

Total enrollment in Education Administration preparation programs also increased approximately 15 per cent from 1973-1978 when an adjustment was made to subtract out students enrolled in "professional development" non-certification courses.

Total numbers of persons recommended for administrative certificates by the graduate schools showed the same 15-18 per cent increase over time noted for graduates and enrollments. The raw increase was from 410 to 479 total administrative certificate recommendations from 1973 to 1978. It was assumed that two-thirds of these recommendations were for new certificates. The researchers knew that nearly all of the 200 Master Degree recipients were initial administrative certificate recipients. Likewise, the researchers assumed that one-half of the remaining 210 to 280 certificates were initial recommendations made on behalf of special students who had recently completed their certification requirements. The remaining 100 to 140 certificate recommendations were assumed to be for administrative renewal and permanent-professional administrative licensure.

An examination of WVU certification recommendations for the last six months of 1978 verified the accuracy of these assumptions.

The conclusion was reached that the three Departments of Education Administration in the State were minting approximately 300 to 350 new potential administrators annually. The vast majority of this new supply, approximately 275 to 315 were aspiring building principals. In 1978, it appeared that the number of new building principals were about equally divided between elementary and secondary certification. An individual could serve as a middle school principal with either elementary or secondary administrative certification. It was earlier determined that nearly 100 per cent of all middle school principals held secondary principal certification.

The researchers believed that a significant finding was the enrollment, and graduation trends. It appeared from the data collected and presented that Marshall Universities' programs in public school administrator preparation grew in graduates and enrollment 15 to 18 per cent between 1973 and 1978. It appeared that West Virginia Universities programs in public school administration declined 25 per cent in terms of Master's Degrees awarded and enrollment during the same time span. Another major change between 1973 and 1978 took place at West Virginia College of Graduate Studies. An analysis of data received showed that WVCGS experienced a 100 per cent increase in numbers of Master's Degrees awarded and enrollment in public school administrator courses. For reasons cited in the text it was concluded that WVCGS Masters Degrees awarded crested at 80 in

1975-'76. Based on current program enrollments of 173 and assuming that the typical candidate takes three to four years to complete his Master's Degree requirements it was concluded that the 64 Master's Degrees that WVCGS awarded during 1977-'78 will not increase. Rather, the WVCGS output will probably drop into the low or middle 50's by 1981 or 1982.

Finally, the researchers concluded that with the change in the certification requirements which will go into effect in 1980, a further decrease in certificated public school administrators will transpire. Under the 1972 certification requirements, a student could receive a Master's Degree in a field related to education such as, a secondary classroom teacher. Following the awarding of the degree, the student could come back to graduate school as a special student complete as few as nine to 12 hours of graduate work and be certifiable. The 1980 standards change the requirements to 24 education administration graduate credit hours before initial provisional certification. Following initial provisional certification nine additional graduate hours in education administration must be completed before permanent professional certification can be earned.

Following May, 1980, it was predicted that the number of special students seeking administrative certification as an add-on will drop drastically. At that point it was also predicted that Marshall and WVU will follow the lead of WVCGS and exert a greater effort in the professional development of practicing administrators.

CHAPTER V

DEMAND FOR PUBLIC SCHOOL ADMINISTRATORS WITHIN THE STATE OF WEST VIRGINIA

The researchers attempted to develop projected demand for administrators in West Virginia in two ways. In 1973 and 1978 they asked county superintendents, ie. local superintendents, to project their planned hiring for 1973-'75 and 1978-'80. Superintendents indicated this by two categories: planned hiring-present positions, and new positions. Second, the researchers calculated demand on the basis of turnover rate and projected retirement.

The planned hiring projections for 1978-'80 as developed by county superintendents were presented in Table V-1, PROJECTED DEMAND FOR ADMINISTRATORS IN WEST VIRGINIA, page 59. The data showed a projected demand for 90 new administrators per year. The majority of those administrators were projected to be principals or assistant principals.

In 1973 public school administrators had to retire at age 65. In 1978, the mandatory retirement age for most administrators, probably all but the superintendent, was raised to 70. Due to lack of prior experience, superintendents were hesitant to predict how many of their administrators reaching the age of 65 between 1978 and 1980 would elect to retire and how many would elect to remain on the job. In 1973 it was obvious that the only "planned" hiring district administrators took into consideration were projected retirements.

TABLE V-1

PROJECTED DEMAND FOR ADMINISTRATORS IN WEST VIRGINIA*

Position	Replacements 1978-80	New Positions 1978-80	Positions to be Phased out 1978-80	Net Demand
Superintendent	7	0	0	7
Assistant Superintendent	5	6	2	9
Directors/Coordinator	27	7	8	26
Supervisor	16	5	2	19
Elementary Principal	53	0	3	50
Secondary Principal	36	0	0	36
Assistant Principal	24	7	0	31
Total	168	25	15	178

* Based on data from thirty-five (64%) of the fifty-five public school districts and projected to all 55.

Given the paucity of the data reported in 1978 and the total lack of knowledge relative to the effect of the 1978 change in the mandatory retirement law, the researchers did not have a great deal of faith in the demand for administrators projected by respondents.

To get a more accurate reading on manpower demand within the State of West Virginia the researchers calculated a statewide turnover rate for public school administrators. Table V-2, CALCULATED PUBLIC SCHOOL ADMINISTRATOR DEMAND IN WEST VIRGINIA, page 63 presented an extrapolation of mean tenure from Table II-4, TENURE IN PRESENT POSITION, page 16 by administrative position. Following the extrapolation, an annual turnover rate was computed for each administrative position and applied to the state-wide population.

In Table II-2, AGE OF RESPONDENT WEST VIRIGNIA SCHOOL ADMINISTRATORS, page 11, 7 per cent were shown to be between 60 and 65. It was assumed that the age distribution was equal across all five years. It was also assumed that 50 per cent of the administrators would retire at 65 and that 50 per cent would work at least three additional years. This was admittedly a "WAG." However, given the very small numbers of administrators in each age category 60-65 during 1978 the assumption could not skew the response very far from reality.

As the researchers noted in Chapter One, the only administrative career position which an individual could aspire to complete in one county was business manager. By 1978, superintendent turnover in the State of West Virginia had reached the critical point where the average superintendent never received a second contract in the same county. A review of three measures of central tendency, mean,

median, and mode provide the following information about the superintendency in 1978: mean years in the position 3.8 down from 4.4 in 1973; median 3.0, mode 1.0. Thus, nearly one-fourth of the superintendencies in the State open up annually. Almost any man who wants to become a superintendent can become one. Conversely, almost no man can satisfy a board and have a career in a single county. Only two men in the State have survived more than ten years in the same superintendency. Demand data for public school administrators were presented in Table V-2, CALCULATED PUBLIC SCHOOL ADMINISTRATOR DEMAND IN WEST VIRGINIA, page 63.

Assistant superintendent turnover and concomitant demand was closely tied to superintendent turnover. This was true since most superintendencies in the State were filled by "in-house" assistant superintendents. The mean years as assistant superintendent dropped from 5.4 years to 4.5 years between 1973 and 1978. Considering turnover rate, plus net addition of five positions, it was projected that 24 new assistant superintendents would be hired in each of the next two years, 1979 and 1980.

Central office supervisors showed the greatest gain in mean years of service between 1973 and 1978. Supervisors mean years increased from 5.0 to 6.4. Projected demand for supervisors in West Virginia was calculated to be 21 per year.

The largest numbers of public school administrators held positions as principals or assistant principals, 1,421 in 1978. Their average turnover rate was 18.5 per cent. Thus, a projected

demand of 265 building principals per year for the next two years was calculated. Ninety-five of these positions were projected to be secondary principals or assistant principals, 10 middle school principals and 165 elementary school principals or assistant principals. These figures average out to approximately 2 middle or secondary building administrator openings per county and 3 elementary school principal or assistant principal openings per county annually.

The 270 "new" administrative openings annually does not compare favorably with the 325 new administrators being prepared annually by the States three graduate institutions. Based on past experience and noted on page 31, 13 per cent of these 270 openings will be filled by individuals prepared at out-of-state institutions. Therefore, 325 newly prepared public school administrators will compete for 235-240 positions.

Demand data which is accurate for the entire State may not be true for any individual county. Excessive numbers of unplaced, but certified, potential administrators could be found in the counties in which graduate centers were located. In 1978, WVU was cycling complete administrative preparation programs through six graduate locations: Morgantown, the Northern Panhandle, Parkersburg, Jackson's Mill, Keyser, and Shepherdstown. Eighty-five per cent of the students enrolled were West Virginia residents who lived within commuting distance of the center attended.

From an examination of the superintendent's professional life

TABLE V-2

CALCULATED PUBLIC SCHOOL ADMINISTRATOR
DEMAND IN WEST VIRGINIA
1978-1980

Position	Mean Years in Pos. 1973	Mean Years in Pos. 1978	Ret.[c] 78-80	Annual Turnover Percentage	Projected Demand 78-79	Projected Demand 79-80	Net New[c] Positions	Total Projected Demand 78-80
Supt.	4.4	3.8	1	25	14	13	0	27
Asst. Supt.	5.4	4.5	1	22.5	22	21	5	48
Bus. Mgr.	Not Cal.	8.5	1	12	6	5	0	11
Supervisor	5.0	6.4	0	15.6	19	19	4	42
Director/ Coordinator	5.3	5.6	1	18	45	45	-1	89
Sec. Prin.[a]	4.6	5.3	6	19	95	95	9	199
Mid. Sch.[b] Prin.	Not Cal.	3.2	0	18.5	10	11	0	21
Elem. Prin.	6.7	5.5	7	18	160	161	-4	317
Total			17		371	370	13	754

[a] Includes assistant principals

[b] Due to the newness of the position in West Virginia, the 3.2 $\bar{X}$ years in the position was disregarded. Annual turnover percentage was presumed to be similar to elementary and secondary principalships. Thus 18.5 rather than 33 was used.

[c] From Table V-4

profile it could be demonstrated that most public school administrators are place oriented. This information was emphatically demonstrated by virtue of the fact that in 1978 twelve counties requested and were permitted to employ 22 non-certificated people to function as building administrators on an emergency basis. None of the counties had a graduate center located in it. Most of the counties were located in the Southeastern section of the State. Fayette County employed the most emergency administrators--seven.

Summary and Conclusions

The supply of public school administrators has out-stripped the demand statewide. Current demand for "new" in-state prepared public school administrators was approximately 240 annually. The State was producing 325 new public school administrators annually. The demand for beginning public school administrators exceeded supply in the Southeastern section of the State and in rural, base counties. A base county was one that paid the State minimum allowable salaries. There was probably nothing the preparing institutions could do to force qualified individuals to move from surplus counties such as Monongalia, Ohio, or Wood, inland to accept openings in counties which experienced greater demand than supply. One base county the researchers were familiar with experienced a 100 per cent turnover in building principals in a recent year. It averaged one applicant for each position filled.

While graduate institutions can not be held responsible for lack of professional mobility, they should be accountable for

controlling output. Whether by design, or accident, production variables examined indicated there had been a very strong upward thrust in administrator output between 1973 and 1976. The output crested in 1976 or 1977. Decreased output should occur in the next two to three years, 1979-1982.

It is predicted that an equilibrium between supply and demand will be found when this study is replicated in 1983.

CHAPTER VI

ANCILLARY EDUCATION ADMINISTRATION POSITIONS

The researchers expanded the 1978 edition of the Supply and Demand Study of Public School Administrators in West Virginia to include those education administrators holding non-public school and non-higher education administration positions. The education administrators classified as ancillary included in this section of the study were employed in West Virginia State Department of Education (SDE) and the eight Regional Education Service Agencies (RESA) serving the State. Table VI-1, ANCILLARY EDUCATION ADMINISTRATORS EMPLOYED IN WEST VIRGINIA, page 67, displays the location of the 59 administrators identified in 1978. Thirty-seven of the administrators were included in the study and 25, 68 per cent, responded to the questionnares submitted.

The sex, age, and tenure of the individuals filling these ancillary administrative positions were presented in Table VI-2, SEX, AGE, AND TENURE, page 68.

The personal characteristics mirrored those of public school administrators. The room at the top was reserved for males only. Only in lower level administrative positions in the SDE were women to be found. Even there, more than 80 per cent of the administrative slots were filled by males. Most of the ancillary organization administrators were in their forties, except for other SDE administrators where the modal age was 30-39.

TABLE VI-1

ANCILLARY EDUCATION ADMINISTRATORS

EMPLOYED IN WEST VIRGINIA

IN 1978

Position	Number in State	Number in Survey	% Sample is of Population	Responses Received	Percent of Returns
RESA Directors	8	8	100	7	88
State Dept. Supt. & Asst. Supt.	7	7	100	3	43
State Dept. Other Administrators	44	22	50	16	73
Total	59	37		26	68

TABLE VI-2

SEX, AGE, AND TENURE
1978

Position	SEX		AGE						TENURE					Total Responses
	F	M	-30	30-39	40-49	50-59	60-65	65+	0-3	4-6	7-10	11-19	20+	
SDE Supt./ Asst. Supt.	0	3	0	0	2	0	1	0	0	1	2	0	0	3
SDE Other Admin.	3	13	0	7	5	1	2	1	5	7	2	2	0	16
RESA Director	0	7	0	0	4	3	0	0	4	1	1	1	0	7
Total	3	23	0	7	11	4	3	1	9	9	5	3	0	26

Job security is generally presumed in bureaucratic structures. Therefore, it was surprising to note that 70 per cent of the respondents had been in their present position for six years or less. The turnover rate for RESA directors correlated highly positive with county superintendents. Four of the seven respondent directors had three or less years experience as a RESA Director. Interestingly all of them were former county superintendents of schools.

The professional characteristics of these ancillary administrators were presented in Table VI-3, PROFESSIONAL CHARACTERISTICS OF ANCILLARY EDUCATION ADMINISTRATORS, page 70.

Ancillary education administrator-respondents tended to have completed more graduate hours than their public school counterparts. Master's Degree plus 30 hours and EDD recipients were equally prevalent. Eleven respondents had an MA + 30 and 10 respondents held an EDD. Master Degree granting institutions were equally divided between in-state and out-of-state institutions. Thirteen respondents had earned their Master's Degree in-state (7 from WVU and 6 from Marshall). Eleven respondents had earned Master's Degrees from institutions located outside the State. Ohio State and WVU had both granted three of ten EDD's held by respondents. The other four EDD's were from state universities located in midwest and border states. Fifteen of 26 respondents had majored in education administration, four in counseling and guidance, three in education, and three in other areas. Almost without exception, newly appointed

TABLE VI-3

PROFESSIONAL CHARACTERISTICS
OF ANCILLARY EDUCATION ADMINISTRATORS

Position	Highest Degree					Degree Granting Institution MASTERS			EDD			Graduate Major				Total Responses
	MA	+15	+30	CAS	EDD	WVU	Marshall	Other	WVU	OHIO. ST.	OTHER	ED/AD	C&G	EDUC	OTHER	
SDE St. Supt./ Asst. Supt.	0	0	0	0	3	0	2	1	1	1	1	2	1	0	0	3
Other SDE Admin.	2	0	6	1	7	5	4	6	2	2	3	8	3	2	3	16
RESA Directors	1	1	5	0	0	2	0	4	0	0	0	5	0	1	0	7
Total	3	1	11	1	10	7	6	11	3	3	4	15	4	3	3	26

RESA Directors had been county superintendents in one of the counties comprising the region they are now directing.

Generating a supply and demand table for RESA Directors was not necessary. There were only eight of them in the entire State. Approximately one or two RESA Directors are hired annually. New RESA Directors generally were hired from local superintendents employed in West Virginia. Similarly it was not necessary to generate a supply and demand table for the State Superintendent and his assistants and associates. State superintendents in the past have lasted six to ten years. The life expectency of an Assistant State Superintendent closely parallels that of the State Superintendent. Immediately following the recent resignation of the State Superintendent one of his assistants announced his resignation and a second announced his retirement. The consequences were that major portions of the Superintendent's cabinet leave when he leaves or they leave shortly thereafter. The supply of new people at that level in the SDE have come primarily from three sources: current members of the SDE, current county superintendents of schools in W. Va., and members of a SDE in another state.

An analysis of the other SDE administrators revealed that three-fourths of them had been in their present position for six years or less. Other SDE administrators had an annual turnover rate of approximately 20 per cent. Therefore, it was concluded that approximately eight of those positions are filled annually. The source of supply generally has been from one of three sources:

internal promotion, move from a county school system in-state, or a recent EDD recipient.

Summary and Conclusions

Education administrators found in the SDE and RESA exhibited the same personal characteristics as their public school counterparts. They were male, mid-forties, and had 0-6 years in their present position.

Professionally ancillary administrators had extensive graduate training. The Master's Degree plus 30 hours or EDD was the most common highest level of graduate school attainment. A much larger percentage (50% compared to 10%) of the graduate work taken by ancillary administrators compared to public school administrators had been taken out-of-state. Most of the administrators, 15 of 26 respondents, had majored in education administration.

One or two RESA Directors were hired annually from currently employed county superintendents. State Superintendent and Assistant State Superintendent positions seemed to be inextricably intertwined. Thus, Assistant State Superintendents could be observed arriving and departing in close synchronization with the State Superintendent. Every six to nine years an entire change of the top cabinet at the SDE can be expected. Twenty per cent, 8, of the other administrators at the SDE changed annually.

CHAPTER VII

CONCLUSIONS AND IMPLICATIONS

Summary and Conclusions

Public school administration in West Virginia is a man's world. Less than 20 per cent of the administrators in West Virginia in 1978 were women. None of the women were superintendents and only three were assistant superintendents. However, the three assistant superintendents were an increase from zero found in 1973. While administrators ranged in age from 30-65, central office personnel typically were in their middle to late forties, principals were in their early to middle forties. A public school administrator's position should not be the ambition of any man who needs job security. The mean tenure for public school administrators, other than business managers, was from 3.8 to 6.4 years in a position.

Consistent with findings in other states the majority of West Virginia administrators had a Master's Degree as their highest earned degree. Only twelve respondents held earned doctorates. While recency of graduate education ranged from present to 35 years ago, more than one-third of the respondents had taken a graduate course within the past three years. Nearly half had taken a graduate course within the past five years.

West Virginia was producing its own public school administrators in 1973 and 1978. Four in-state institutions: Concord, Glenville, Marshall, and WVU, had conferred nearly 50 per cent of all Bachelor Degrees.

Private undergraduate colleges located in the State had become important producers of education administrators. By 1978, 22 per cent of the practicing administrators had graduated from a private college. Nearly half of those graduates had earned their degree at Morris Harvey. West Virginia University had awarded the majority of Master's Degrees, 58 per cent of the total. Marshall Univeristy had conferred another 24 per cent of the Master's Degrees. Administrators started their undergraduate program in education and remained there throughout their graduate work. The way to the top of the public school hierarchy was obvious, but changing. The modal route was to select a "home" county and become a local upward-mobile Forty-four per cent of all district superintendents in 1973 had all of their professional education experience in one county. By 1978 that figure had been reduced to 34 per cent, 16 of 47 respondents.

Between 1973 and 1978 the route to the superintendency changed. In 1973 a bimodal track and age distribution was observed. It was teacher to principal to superintendent by age 35; or teacher to principal to central office to assistant superintendent to superintendent by the early fifties. In 1978, there as a single modal track. It was teacher to principal to assistant superintendent to superintendent by the early to middle forties.

Most superintendents never received a second contract. The modal experience category was 1.0 years, the mean was 3.8 years and the median was 3.0 years of experience. In 1978, only two men in the State had been able to make a career, ten years, in the same superintendency.

West Virginia Departments of Education Administration were minting approximately 175 new Master's Degree holders annually in 1973. By 1978 that number had grown to 200. Six EDD recipients and one to two CAS Degrees were conferred annually by WVU.

An interesting phenomenon has been the shift in relative importance of the three graduate institutions in West Virginia as can be noted by the numbers of Master's Degrees awarded annually. Between 1973 and 1978 Marshall's output increased 50 per cent, from 30-35 annually to 45-50; WVCGS output increased 100 per cent, from 35-40 annually to 70-80; WVU's output dropped 25 per cent from 100-110 annually to 75-80 annually.

The researchers concluded that the numbers of Master's Degrees awarded annually has peaked and is expected to receed in the next three to five years. In addition to the 200 newly qualified administrators certificated simultaneously with receipt of the Master's Degree, another 100 to 125 special students were newly certificated annually in the State.

The demand for administrators within the State was determined from an examination of superintendent responses, State Department data and a computation of a statewide administrator turnover rate. It appeared that in 1978 there were approximately 370 administrative changes annually in the State. Of these changes, 260-270 were elementary, middle school and secondary principalships which were considered to be the typical entry point for public school administrators. It was anticipated that 87 per cent of those new openings would be filled by in-state graduates. Consequently, in 1978

there appeared to be an imbalance between the supply of "new" administrators generated in the State and the demand for their services. Demand equaled 240. Supply equaled 325.

Ancillary education administrators located in the SDE and in RESA mirrored public school administrator personal characteristics; ie. they were male, mid-forties and had 0-6 years experience in their present position.

Professionally, ancillary administrators had more graduate preparation than public school administrators. MA + 30 and EDD were bimodal education attainment levels. Ancillary administrators tended to be more cosmopolitan than public school administrators. Fifty per cent had received graduate degrees from institutions located outside of West Virginia.

One or two new RESA Directors were hired annually. They came primarily from the ranks of employed West Virginia County Superintendents. The State Superintendent and has assistants tended to be cyclically employed. The turnover appeared to be every six to nine years. Concurrent with the departure of the State Superintendent or shortly thereafter occurs the replacement of the Assistant State Superintendents. Other State Department Administrators were found to have an annual turnover rate of 20 per cent. Approximately eight new "other" SDE administrators are employed annually. They came from three sources: SDE promotions; county school systems; and newly graduated EDD's.

Implications

(1) The number of Master's Degree recipients graduating annually

was adequate to meet the needs of the State. However, when the number of Special Students certified annually were added to the number of Education Administration Master's Degree recipients certified annually a surplus of 75-80 prospective administrators were being prepared annually in the late 1970's. The excessive number of "new" administrators being prepared peaked in 1976 or 1977. By 1978 supply indicators: admissions, enrollments, graduates, and administrative certification recommendation all had dropped or were dropping from record highs. By 1981 or 1982 the supply and demand of new public school administrators in West Virginia should be back in equalibrium.

(2) The supply of public school administrators was not evenly distributed across the State. Counties with graduate centers located in them or adjacent to counties with graduate centers had a surplus of certificated-unplaced administrators. The Southeastern section of the State and the interior-rural base counties had a shortage of certificated unplaced administrators. More intense recruiting efforts by personnel directors located in counties employing uncertified people as public school administrators should encourage qualified people to move from currently held teaching positions in over supplied counties to shortage counties.

(3) With the possible exception of the Southeastern corner of the State, no further expansion of entry level education administration Master's Degree program locations should be contemplated. The five WVU graduate centers have been eminently successful in satiating the Northern half of the State with qualified potential public school

administrators. An increased expenditure of funds to expand the "off campus" program to include a summer program or increased Master's Degree offerings cannot be justified on the basis of need.

(4) Respondent-superintendents were nearly unanimous in their opinion that the fastest growing area of public school administration between 1978 and 1981 will be in the area of central office special education administration. Accepting their judgments, the Departments of Education Administration need to ease off on the production of principals and focus some effort on preparing supervisors of special education. It was noted in the study that the output of special supervisors in the State had dropped to almost zero by 1978.

(5) The demand for a Certificate of Advanced Study Degree has dropped to zero. Graduates from WVU's program had numbered two per year from 1976-1978. Application to the program has dropped to almost zero. Until a sixth year degree is required for permanent superintendent certification, there will be no demand for this degree.

(6) Students desiring Superintendent's certification could attain it by either being admitted as a post Master's Degree special student or as an EDD candidate in addition to the CAS program. The number of qualified ie. certified, superintendents will drop drastically by 1981-'82. The reasons for this conclusion are obvious. First, fewer students were applying for admission into the program. Second, fewer were completing the program. Third, those students qualified for the position were raising the question, "Why accept an untenable position?" With a 25 per cent annual turnover rate, a mean tenure

of 3.8 years and a predicted success rate of only 3.6 per cent; fewer certified candidates will seek the position.

(7) The major focus of the three Departments of Education Administration within the State should shift from pre-service preparation to inservice professional development of public school administrators. WVCGS has already made the change in focus. WVCGS also should develop or expand its Master's program in the Southeastern part of the State to alleviate the last vestige of regional shortage of beginning public school administrators.

(8) West Virginia University needs to expand its advanced graduate program. Specifically, the EDD with a major in Education Administration should be available in the Kanawha Valley. In just the past three years, 1975-'76--1977-'78, Marshall and WVCGS together awarded 362 Master Degrees, See Table IV-1, GRADUATES IN EDUCATION ADMINISTRATION FROM WEST VIRGINIA INSTITUTIONS, page 46. WVU has the capability, given the decreasing Master Program and special student admissions, to develop and maintain an EDD program in the Kanawha Valley. The population is there, the approved program is in Morgantown. The time has arrived for WVU to deliver the program to the Kanawha Valley.

(9) The recruitment of women and minority groups into preparation programs must be continued. The Departments are doing an excellent job of attracting, retaining, and placing females in some entry level positions. A slight improvement was noted at the assistant superintendent level. There were still no female superintendents, which may only prove that they are smarter than males. The Departments

must increase their efforts to recruit more blacks and other minority races. Only one superintendent in the State in 1978 was black.

(10) An effort needs to be made to place West Virginia University Doctoral Degree recipients in public school administrative positions within the State. Only three of the eleven public school administrator respondents holding an earned doctorate received it from West Virginia University. WVU's Department of Education Administration was still placing nearly all of its EDD recipients into higher education and ancillary education organizations.

(11) Resources, financial as well as physical and physiological, need to be allocated for external in-service programs to up-grade administrative abilities in the field. This is true for several reasons: First, there was very little cross fertilization of administrative idealogies and philosophies since there was very little movement into the State from outside or even between counties within the State. Second, half the administrators have not been back to graduate school in more than five years. Third, with the energy crisis and eleven or twelve month contracts it appeared that it is going to become even more difficult, rather than less difficult, to commute to campus for a course or a summer term. Fourth, decreasing enrollments of regular beginning graduate students will free resources for professional development opportunities.

(12) The State Legislature needs to amend the statute which permits a non-education administration certified individual to serve as a county superintendent. Fewer than 80 per cent of the respondent

superintendents are currently certified to hold the superintendency. Ten of 47 respondent-superintendents, 22 per cent, nearly one-fourth, admitted that they did not hold a superintendent's provisional or professional certificate. The job is nearly impossible for qualified people. To permit unqualified people to fill the position is ludicrous.

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